



II-006 Teacher (Staff) Evaluation and Development

Course-Embedded Internship Log - 4

Course Number: <i>EDLD 5345: Human Resource Management</i>	Place of Activity Central Elementary	Time Spent on Activity <i>4 hours</i>
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Description of the Activity	<i>Students complete the Cultural Proficiency Receptivity Scale, use the Cultural Proficiency Professional Development Rubric to assess the level of professional development at their campus or workplace, and identify and describe where and how their campus has responded to each of the elements of Cultural Proficiency.</i>
Personal Reflection/Learning: Focus reflection on the leadership skill. (Minimum of 150 Words)	<p>As an administrator, I think I would do my best to reach all stakeholders on my campus. I am not afraid to approach topics that may make others uncomfortable. My goal is to be a leader who is fair and knowledgeable about the diverse population that surrounds me. I want to model how continual learning and embracing diversity can unite a community.</p> <p>“It is important to know how well our district serves the various cultural and ethnic communities represented in our schools, and it is also important to understand how well served they feel by the educational practices in our schools.” I rated question 8 lower, because I am in a large district that tends to forget about our campus on the outskirts of town. I think it is more important to focus on how our campus serves the various cultural and ethnic communities.</p> <p>Overall, I think the survey shows that I am prepared to be an administrator.</p>

Cultural Proficiency Receptivity Scale

1. I believe that all children and youth learn successfully when informed and caring teachers assist them and make sufficient resources available to them.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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2. I want to do whatever is necessary to ensure that the students for whom I am responsible are well-educated and successful learners.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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3. I am committed to creating both an educational environment and learning experiences for our students that honor and respect who they are.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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4. I am willing to ask myself uncomfortable questions about racism, cultural preferences, and insufficient learning conditions and resources that are obstacles to learning for many students.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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5. I am willing to ask questions about racism, cultural preferences, and insufficient learning conditions and resources that may be uncomfortable for others in my school or district.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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6. I believe that all students benefit from educational practices that engage them in learning about their cultural heritage and understanding their cultural background.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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7. I believe that all students benefit from educational practices that provide them with hope, direction, and preparation for their future lives.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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8. It is important to know how well our district serves the various cultural and ethnic communities represented in our schools, and it is also important to understand how well served they feel by the educational practices in our schools.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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9. It is important to know how the various cultural and ethnic communities represented in our schools view me as an educational leader and to understand how well my leadership serves their expectations.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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10. Our district and schools are successful only when all subgroups are improving academically and socially.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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11. Cultural discomfort and disagreements are normal occurrences in a diverse society such as ours and are parts of everyday interactions.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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12. I believe that lack of cultural understanding and historic distrust can result in cultural discomfort and disagreements.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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13. I believe we can learn about and implement diverse and improved instructional practices that will effectively serve all our students.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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14. I believe we can use disaggregated data to understand more precisely the achievement status of all students in our schools, and that we can use that information to identify and implement effective instructional practices for each of them.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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15. As a leader, it is important for me to be able to communicate across cultures and to facilitate communication among diverse cultural groups.

Strongly Disagree




Agree

Strongly Agree

1	2	3	4	5	6	7
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Cultural Proficiency Professional Development Rubric

	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
Assessing Cultural Knowledge Extent to which professional development addresses issues of cultural identity.	Professional learning that provides opportunities to learn about one's own and others' cultural identities is avoided and prohibited.	Professional learning promotes practices and approaches that promote assimilation to the dominant culture.	Professional learning provides common approaches that avoid issues related to cultural identity believed to be beneficial to all students.	Recognizing differences between the culture of the home and the culture of the school, professional development may address issues of culture.	Professional learning informs participants about their culture, the culture of others, and the school's culture. Professional development helps close gaps in achievement and bridge gaps in cultural, linguistic, learning, and communication styles.	Professional learning helps staff close achievement gaps for underserved groups and anticipate changing community needs.
Valuing Diversity Extent to which professional development addresses cultural issues.	Professional learning opportunities intend to extinguish manifestations of culture, language, or learning styles.	Professional learning opportunities support assimilation to the dominant culture and learning styles.	Professional learning opportunities promote one approach to meet the needs of all students.	Recognizes community diversity and may address the needs of different cultural groups in professional learning.	Professional learning helps staff develop approaches that meet the needs of multiple cultural, linguistic, and learning styles.	Professional learning opportunities help participants anticipate, identify, and respond to changing demographics.

Managing the Dynamics of Difference Extent to which professional development promotes and models the use of inquiry and dialogue related to multiple perspectives and issues arising from diversity.	Professional learning provokes and foments opportunities to denigrate the cultural needs of some student, parent, or staff groups.	Professional learning is used to influence and shape practices that expect others to assimilate the dominant culture in order to better educate and conserve the resources of the school district. Processes are justified by <i>majority rule or opinion</i> .	Professional learning and meetings advocate topics and processes that promote the common good, and consensus is favored when conflict arises. 	Recognizing that issues arising from diversity are ever-present and often provoke conflict, school leaders may identify and develop professional development opportunities that surface multiple perspectives about issues arising from diversity.	Professional learning opportunities incorporate multiple perspectives on relevant topics and build capacity for dialogue about conflict from issues that may arise from issues related to diversity.	Professional learning opportunities promote social action to better meet the needs of an ever-changing community.
Adapting to Diversity Extent to which professional learning facilitates change to meet the needs of the community.	Professional learning activities suppress change to meet the needs of a diverse community.	Professional learning opportunities assume that the best way to meet the needs of a diverse community is to maintain the status quo and help others to assimilate.	Believing they serve the needs of all cultural groups, professional learning opportunities consist mainly of programs sanctioned by local, state, and federal agencies.	Recognizing the needs of a diverse community, professional learning opportunities examine and alter practices that may better meet the needs of a diverse community. 	Professional learning opportunities use data to drive change to better meet the needs of a diverse community.	Professional learning opportunities help staff anticipate the needs of a changing community and develop flexible policies and practices to meet current and future needs.
Institutionalizing Cultural Knowledge Extent to which professional development shapes policies and practices that meet the needs of a diverse community.	Professional learning opportunities shaped by values and policies that deny the needs of a diverse school community are systematically applied in schools and classrooms.	Professional learning opportunities that reinforce values and policies ensuring assimilation are applied in classrooms and schools.	Believing they serve the needs of all cultural groups, mandated professional learning opportunities are applied in classrooms and schools.	Recognizing that some community needs are not met, professional learning opportunities may examine and shape values and policies to meet identified needs.	Professional learning opportunities are encouraged, shared, and applied in classrooms, the school, and community for the purpose of improving student learning and achievement. 	Professional learning opportunities lead to improving community welfare and interdependence



The “star” represents where my campus fell under the competencies for each category.

Reflection: Cultural Proficiency Professional Development Rubric

My campus falls under the *Cultural Competence* category when it comes to assessing cultural knowledge. My campus's professional learning informs participants about their culture, the culture of others, and the school's culture. Professional development helps us close gaps in achievement and bridge gaps in cultural, linguistic, learning, and communication styles.

We had a staff development on reaching the 21st Century Learner a few weeks ago that addressed this category. We have also had various students groups present at our professional developments in order to give us insight on their cultural differences.

My campus falls under the *Cultural Proficiency* category when it comes to valuing diversity. On my campus, professional learning opportunities help participants anticipate, identify, and respond to changing demographics. We use data from PEIMS and statewide assessments to help us in this category. We also actively look for new ways to respond to the changing demographics based on student enrollment.

My campus falls under the *Cultural Blindness* category when it comes to managing the dynamics of difference. On my campus, professional learning communities advocate topics and processes that promote the common good, and consensus is favored when conflict arises. My campus has a lot of work to reach the stage where promotion of social action to better meet the needs of an ever-changing community is reached. During our PLCs, staff members tend to shy away from topics once a conflict has arrived. We sometimes have a consensus of "agree to disagree". Instead of fixing a problem and getting pass the awkwardness of a conflict, we put a band-aid on the situation.

My campus falls under the *Cultural Precompetence* category when it comes to adapting to diversity. We recognize the needs of a diverse community and we alter practices that may better meet the needs of a diverse community. My campus has implemented several programs to reach our diverse community. We send things home in both English and Spanish. We communicate with parents in their native language.

We began a Folklorico Dance team this year to help celebrate the Spanish culture. It has helped us to get more of our Spanish parents involved with the school.

We have also invited parents and community members to come in and read stories to students. Some of the stories are related to specific cultures that allow the community member to give some personal insight about that specific culture.

My campus falls under the *Cultural Competence* category when it comes to institutionalizing cultural knowledge. On my campus, professional learning opportunities are encouraged, shared, and applied in classrooms, the school, and community for the purpose of improving student learning and achievement. Our classrooms and campus are filled with a multitude of culturally diverse manipulatives that focus on improving student achievement. We use music, technology, videos, and other manipulatives to reach our diverse student population.

In order for me to be a more culturally proficient leader, I need to assist my campus with professional development that promotes and models the use of inquiry and dialogue related to multiple perspectives and issues arising from diversity. I think my campus needs to be able to address those "hard" topics and come up with solutions instead of an "agree to disagree" consensus. I think the notions of past cultural barriers and conflicts keep our campus from reaching cultural proficiency.